

Gibbes Middle

3202 Thurmond Street
Columbia, South Carolina 29204

Grades 6–8 Middle School

Enrollment 411 Students

Principal Rick Coleman 803–343–2942

Superintendent Dr. Allen J. Coles 803–231–7500

Board Chair Lane Quinn 803–231–7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	7	44

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Unsatisfactory	Below Average	No
2004	Unsatisfactory	Below Average	No
2005	Below Average	Good	No
2006	Unsatisfactory	Below Average	No

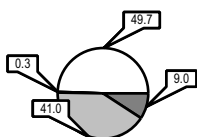
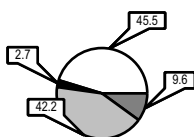
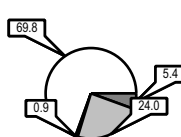
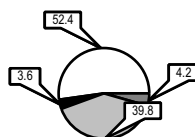
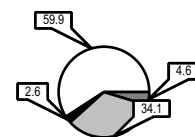
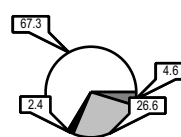
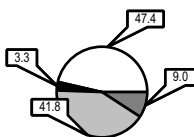
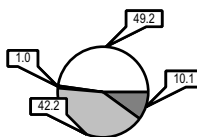
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.9	89.5
English 1	N/A	79.8
Biology 1/Applied Biology 2	N/A	43.4
Physical Science	N/A	27.9
All Subjects	92.9	81.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	402	87.8	51.2	39.1	9.4	0.3	15.7	No	Yes
Gender									
Male	192	84.4	60.9	34.6	3.8	0.8	7.5	N/A	N/A
Female	210	91.0	43.4	42.8	13.9	0.0	22.3	N/A	N/A
Racial/Ethnic Group									
White	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	395	87.8	51.4	38.9	9.5	0.3	15.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	343	98.8	49.8	40.1	9.7	0.3	16.3	N/A	N/A
Disabled	59	23.7	90.0	10.0	0.0	0.0	0.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	402	87.8	51.2	39.1	9.4	0.3	15.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	402	87.8	51.2	39.1	9.4	0.3	15.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	343	88.0	51.4	40.5	7.8	0.4	13.6	No	Yes
Full-pay meals	59	86.4	50.0	31.0	19.0	0.0	28.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	402	88.8	42.8	43.8	10.5	2.9	22.9	No	Yes
Gender									
Male	192	85.9	49.3	39.3	8.6	2.9	19.3	N/A	N/A
Female	210	91.4	37.3	47.6	12.0	3.0	25.9	N/A	N/A
Racial/Ethnic Group									
White	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	395	89.1	42.6	43.9	10.6	3.0	23.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	343	98.8	41.7	44.5	10.7	3.1	23.4	N/A	N/A
Disabled	59	30.5	62.5	31.3	6.3	0.0	12.5	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	402	88.8	42.8	43.8	10.5	2.9	22.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	402	88.8	42.8	43.8	10.5	2.9	22.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	343	88.9	44.7	42.8	9.8	2.7	20.8	No	Yes
Full-pay meals	59	88.1	31.0	50.0	14.3	4.8	35.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	402	96.8	69.6	24.1	5.4	0.9	6.3
Gender							
Male	192	96.9	72.3	20.0	5.8	1.9	7.7
Female	210	96.7	67.2	27.7	5.1	0.0	5.1
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	395	96.7	69.9	23.7	5.5	0.9	6.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	343	98.8	67.1	26.3	5.9	0.7	6.6
Disabled	59	84.7	86.0	9.3	2.3	2.3	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	402	96.8	69.6	24.1	5.4	0.9	6.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	402	96.8	69.6	24.1	5.4	0.9	6.3
Socio-Economic Status							
Subsidized meals	343	96.5	70.2	24.2	4.9	0.7	5.6
Full-pay meals	59	98.3	66.0	23.4	8.5	2.1	10.6

Social Studies							
All Students	402	96.3	52.0	40.2	4.2	3.6	7.9
Gender							
Male	192	95.8	59.1	32.5	3.9	4.5	8.4
Female	210	96.7	45.8	46.9	4.5	2.8	7.3
Racial/Ethnic Group							
White	3	66.7	I/S	I/S	I/S	I/S	I/S
African American	395	96.5	52.4	39.6	4.3	3.7	7.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	343	98.3	47.9	43.1	4.9	4.2	9.0
Disabled	59	84.7	79.1	20.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	402	96.3	52.0	40.2	4.2	3.6	7.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	402	96.3	52.0	40.2	4.2	3.6	7.9
Socio-Economic Status							
Subsidized meals	343	96.2	53.5	39.8	3.9	2.8	6.7
Full-pay meals	59	96.6	42.6	42.6	6.4	8.5	14.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	98.7	58.3	35.4	6.3	0.0	6.3
	7	150	97.3	34.5	56.0	9.5	0.0	9.5
	8	118	96.6	37.2	45.3	14.0	3.5	17.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	83.6	60.2	29.0	9.7	1.1	10.8
	7	140	89.3	56.1	37.4	6.5	0.0	6.5
	8	128	90.6	37.4	50.5	12.1	0.0	12.1
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	100.0	43.8	43.0	10.9	2.3	13.3
	7	150	98.0	46.6	38.8	10.3	4.3	14.7
	8	118	97.5	52.3	43.0	2.3	2.3	4.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	86.6	27.8	55.7	10.3	6.2	16.5
	7	140	90.0	46.8	39.4	11.9	1.8	13.8
	8	128	89.8	53.0	37.0	9.0	1.0	10.0
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	99.3	75.8	19.5	2.3	2.3	4.7
	7	150	97.3	47.4	41.4	7.8	3.4	11.2
	8	118	97.5	62.8	31.4	4.7	1.2	5.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	95.5	80.2	17.0	2.8	0.0	2.8
	7	140	97.9	60.3	28.4	9.5	1.7	11.2
	8	128	96.9	69.1	26.4	3.6	0.9	4.5
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	99.3	40.2	44.9	11.8	3.1	15.0
	7	150	96.7	53.9	33.0	7.8	5.2	13.0
	8	118	96.6	47.7	47.7	3.5	1.2	4.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	134	94.8	58.1	41.0	1.0	0.0	1.0
	7	140	97.9	53.4	31.9	6.0	8.6	14.7
	8	128	96.1	44.5	48.2	5.5	1.8	7.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 411)				
Students enrolled in high school credit courses (grades 7 & 8)	15.9%	Down from 25.0%	9.5%	16.7%
Retention rate	3.7%	Up from 2.9%	4.2%	2.5%
Attendance rate	94.6%	Up from 94.1%	95.2%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.8%	Up from 10.2%	0.5%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	10.1%	Up from 8.5%	0.5%	1.0%
Eligible for gifted and talented	10.0%	Down from 10.3%	7.0%	15.6%
On academic plans	60.2%	N/AV	54.7%	39.9%
On academic probation	45.6%	N/AV	3.5%	0.7%
With disabilities other than speech	13.0%	Up from 11.5%	14.7%	12.4%
Older than usual for grade	8.3%	Up from 3.0%	8.1%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Down from 3.0%	1.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	59.0%	Down from 59.5%	54.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	18.0%	N/A	17.6%	9.1%
Teachers with emergency or provisional certificates	21.9%	Up from 11.4%	13.6%	5.6%
Teachers returning from previous year	86.0%	Down from 87.4%	76.7%	84.6%
Teacher attendance rate	93.6%	Up from 90.3%	94.3%	94.8%
Average teacher salary	\$43,276	Down 0.9%	\$40,475	\$42,267
Prof. development days/teacher	7.9 days	Down from 8.1 days	11.7 days	11.9 days
School				
Principal's years at school	9.0	Up from 8.0	2.0	3.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 16.5 to 1	19.1 to 1	21.1 to 1
Prime instructional time	87.3%	Up from 83.5%	87.4%	89.0%
Dollars spent per pupil*	\$9,507	Up 5.2%	\$7,527	\$6,243
Percent of expenditures for teacher salaries*	61.3%	Down from 65.6%	55.2%	59.8%
Percent of expenditures for instruction*	67.3%		63.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.9%	Up from 68.2%	92.7%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gibbes Middle School has the philosophy "to establish and provide a supportive learning environment where students are challenged and nurtured." It is also a goal of our school to foster a strong partnership between the school and community. Technology remains a high priority and is integrated throughout the content areas.

Gibbes Middle School made significant progress during the 2005-2006 school year. The percent of students scoring basic or above on English Language Arts and Mathematics PACT significantly increased from the previous school year. Gibbes Middle School, one of nine Richland One middle schools, is a recipient of the South Carolina Department of Education's Palmetto Silver Award. The award is based on the absolute and improvement ratings that were assigned to each school on the 2005 report card. PACT scores for middle schools determine the report card ratings.

A Quality Assurance Review Team representing the Council on Accreditation and School Improvement (CASI), Southern Association of Colleges and Schools (SACS), visited Gibbes Middle on April 3-5, 2006. The Quality Assurance Review Team found Gibbes Middle School to be an effective school led by skilled and talented professional staff, involved parents, and a supportive community that collectively support student achievement success. The Quality Assurance Review Team certified that Gibbes Middle School met all Standards for Accreditation.

Implementation of The College Board Springboard Program materials enhanced our English Language Arts and Mathematics instructional programs. The SpringBoard materials align with the South Carolina Content Standards as well as the Richland One Standards. The new resources emphasize problem solving, hands-on activities, cross-curricular integration, and critical thinking skills that lead to success in Advanced Placement courses and college.

Gibbes Middle School students received many awards and recognitions including Middle School Scholars Program, SC Academy of Science, Midlands Math Meet, Lt. Governor's Writing Contest, Richland One's Visual Literacy Contests, and other district-sponsored events. Students also participated and received awards in a variety of athletic and extra-curricular cultural arts activities. Students received awards from the Charles R. Drew Wellness Center Poster Contest, the Homeless Poster Contest, Fair Housing Poster Contest, and other local performing arts activities.

Communication between school and home remains a vital component of Gibbes Middle School Improvement Plan. We will continue our efforts to improve student and teacher attendance percentages based on the standards established with the Federal Law, No Child Left Behind. Our Business Partner, Wachovia Bank, generously sponsors and coordinates activities to support the staff in this important endeavor. We are a Community of Learners... where Knowledge is Power!

Jay Whitmore, SIC Chairperson
Rick Coleman, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	125	57
Percent satisfied with learning environment	88.1%	64.2%	71.4%
Percent satisfied with social and physical environment	71.4%	65.3%	72.7%
Percent satisfied with school-home relations	51.2%	85.5%	81.8%

*Only students at the highest middle school grade level at this school and their parents were included.